#### March - Lesson Plan Grades 4-5

# EATSMART. PLAYHARD.



#### **Objectives**

Learn why breakfast is important.

Learn how to make healthy choices for breakfast.

#### **Supplies Needed**

March
Pick a **better** snack™ &
ACT scorecard

4<sup>th</sup> Grade – "Power Up with Breakfast" worksheet

5<sup>th</sup> Grade – "Making Better Breakfast Choices" worksheet

#### **Note to Teachers**

In the fall lessons, Pick a **better** snack<sup>™</sup> the Color Way was the key message. For the winter lessons, MyPyramid was the key message. For the months of March through May, the focus will be on the Eat Smart. Play Hard. <sup>™</sup> campaign, as well as the Pick a **better** snack<sup>™</sup> and **ACT** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard. ™ campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard. ™ is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard. ™ campaign messages and materials are fun for children and informative for caregivers.

The Power Panther<sup>™</sup> is the spokes-character for the Eat Smart. Play Hard. <sup>™</sup> campaign. The Power Panther<sup>™</sup> is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther<sup>™</sup> loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther<sup>™</sup> plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther<sup>™</sup> eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of Eat Smart. Play Hard. ™ will change each month.

March Power Up With Breakfast

April Pack up Your Snacks and Go

May Move More. Sit Less. And Balance Your Day.

#### **Background - Power Up With Breakfast**

Breakfast "breaks the fast" from sleeping overnight. Everyone needs a healthy breakfast to provide adequate energy and nutrients. Breakfast provides nutrients children need to grow and develop. Breakfast should supply one-

fourth of the total nutrition requirements for the day.

Children do better in school and are more alert when they eat breakfast. People who eat breakfast have longer attention spans and perform better on tasks that require memory skills.

Children feel good and complain less of headaches and stomachaches from being hungry. Children who eat breakfast miss fewer days of school and are late less often.

Sometimes children don't eat breakfast if they sleep too late or they think it's a way to eat less. Children who **don't** eat breakfast tend to eat more calories in a day.

#### **Web Site Resources**

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html www.fns.usda.gov/eatsmartplayhard

(For a downloadable breakfast poster, go to Power Pac, and then to posters.)

# Do the Activity: 4<sup>th</sup> Grade

Distribute the "Power Up With Breakfast" worksheet to each student. Have students draw a Power Breakfast Shake on the back. Draw pictures of the fruit(s) they would want in their shake.

#### 4th or 5th Grade

OR

Divide students into groups. Have each group create a radio

or television ad from the Power Panther PSA script for "Game Day." These ads could be made into a video or used over the intercem for marriag power broadcast.

intercom for morning news broadcast.

#### 5<sup>th</sup> Grade

Give each student "Making Better Breakfast Choices"

worksheet.

# Talk It Over: 4<sup>th</sup> Grade

Review the answers to the Power Panther Word Jumble.

Have any of the students eaten a fruit shake for breakfast? What would they put in their breakfast shake?

Discuss other breakfast options. Include non-traditional breakfast foods.

Rice pudding using leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.





Pita pizza – fill pita bread with low-fat cheese, cooked lean meat, and vegetables and heat in microwave. Egg burrito – fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa. Sandwich roll-up – try peanut butter and banana on a flour tortilla.

Fruit salad – mix fruit with yogurt or cottage cheese. Hot fruit – top canned or fresh fruit with brown sugar and nuts and heat in oven or microwave.

Banana dog – peanut butter, a banana, and raisins in a long, whole grain bun.

Leftovers – macaroni and cheese with juice, slice of pizza, etc.)

Discuss student answers about things that make it easier to eat a healthy breakfast. (getting up earlier, having breakfast items easily accessible, eating breakfast at school)

What makes it harder for students to eat a healthy breakfast? (no time, not hungry, don't have breakfast items at home)

Review student answers of favorite fruit and vegetable breakfast ideas. Discuss additional options in class. (dried fruit like raisins, fruit salad, green peppers and mushrooms in eggs, fruit smoothie, fruit on cereal, apple slices with peanut butter, peanut butter and banana sandwich, leftover vegetable pizza)

Discuss other breakfast options. Include non-traditional breakfast foods. (See ideas listed under 4<sup>th</sup> grade Talk It Over.)

#### Apply:

5<sup>th</sup>Grade

Is time tight in the morning for breakfast? What are ways to help students have a healthy breakfast? (Plan the night before, have "quick" breakfast items available at home, eat breakfast at school.)

Have students think of on-the-go breakfast ideas. (piece of fresh fruit, string cheese, 100% juice box, cereal bar, whole grain muffin, yogurt drink, yogurt, cup of fruit, mini bottle of milk, trail mix with peanuts, cereal and raisins)

Review the March scorecard. Discuss the featured fruits and vegetables. (Raisins, celery, cabbage, cauliflower) Why would it be especially important to brush your teeth after eating raisins or other dried fruit? (They tend to stick to the teeth,





creating an environment for cavities.)

Can these foods be eaten for breakfast? (Yes. Raisins make an on-the-go breakfast or could be eaten in cereal or oatmeal. Celery sticks could have peanut butter and raisins inside. Think outside of the box: shredded cabbage could be used in breakfast tacos. Orange juice, or any 100% juice, is included on the bingo card each month.)

Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack<sup>™</sup> & **ACT** scorecard for each month, there is information for parents and/or grandparents. Encourage students to take the scorecard home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for March.





#### **Extended Activities**



Art, Music & PE

Have students make a chalk drawing of what they think would be a healthy breakfast. Display for all to see.



Language Arts & Reading

Make a class cookbook. Have each student bring the recipe for their favorite breakfast-even if it is cereal with milk on top!



Math

Make a pie chart of what students ate for breakfast today.



Science & Health

Bring in different kinds of fruit and make a breakfast smoothie. Have students keep track of breakfast eaten throughout the week. Log the results of how they felt in mid-morning and how they were feeling by lunch time. Were they more attentive when they had a healthy breakfast?

Select a country and research the kinds of foods the people native to the country eat for breakfast.



**Social Studies** 

Read George Washington's Breakfast, The Putnam & Grosset Group, 1969. A young boy is proud that he was named for George Washington and that he has the same birthday. He knows many things about George Washington, but he wants to know what Washington ate for breakfast. His grandmother promises to cook this breakfast if he can discover what it is.



# Power Up With Breakfast



What happens when you tell an egg a joke?

#### Fruit Shake

Play Hard."

Power Panther" says. . .

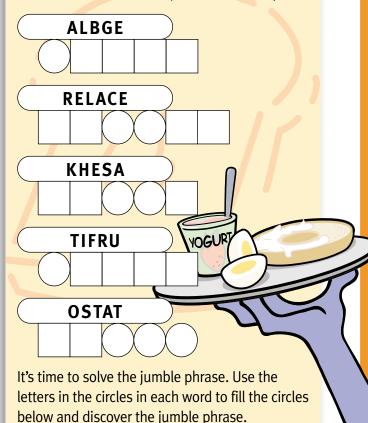


Breakfast is one of my favorite meals. It gets me going. If I'm in a hurry, I grab a breakfast shake or eat leftovers from dinner.



#### **Power Panther Word Jumble**

Unscramble the letters to come up with breakfast foods. Write only one letter to a space.



# March Activity – Grade 4-5 **EAT** SMART. **PLAY** HARD.



me:		Date:		
	Making	Better	Breakfast	Choices
influer	aces			
Comp	plete each of the ser	ntences below.	Then explain your ansv	ver in more detail.
Exam				breakfast is having fresh fr and keeps it in a bowl on tl
One t	thing that makes it e	easier for me to e	at a healthy breakfast	is:
One t	hing that makes it h	arder for me to e	eat a healthy breakfast	is:
How	can you change one	e of the things tha	at makes it harder for y	ou to eat a healthy breakfa
Top 5	Favorite Fruit a	ind Vegetable	Breakfast ideas	
List y	our personal favorit	e fruit and vegeta	able breakfast ideas be	elow.
7				







#### POWER PANTHER. EAT SMART. PLAY HARD.

Radio Public Service Announcement #1
"GAME DAY" - 0:30

2 MALES DELIVER THIS PSA...

SFX: END OF OUTDOOR SPORTS EVENT – CLAPPING, CHATTING

**STUDENT #1**: Hey, great game!

STUDENT #2: You, too.

**STUDENT #1**: I did okay the first half –

STUDENT #2: You were tired, that's all.

STUDENT #1: I wasn't tired last week.

**STUDENT #2**: Last week you ate breakfast at school the day of the game.

STUDENT #1: So?

**STUDENT #2**: Maybe it's just me...but I always think and feel better after breakfast.

**STUDENT #1**: You know, you've got a point...

**STUDENT #2**: Some of us meet in the cafeteria for breakfast before school...you should join us.

**STUDENT #1**: Hey, not a bad idea, and if it means playing like you did today, I'll be there everyday. [Mild Laughter]

**ANNOUNCER**: Power Up with Breakfast. Eat Smart. Play Hard. TM

**ANNOUNCER:** A message from the U.S. Department of Agriculture.





#### March - Lesson Plan Grades 4-5

# PHYSICAL ACTIVITY



#### **Objectives**

Know that warming up is an important part of physical activity.

Learn easy ways to stretch to reduce the risk of injury.

#### **Supplies Needed**

March
Pick a **better** snack<sup>™</sup> & **ACT**scorecard

Spaghetti Noodles – cooked & uncooked

#### **Background**

Physical activity is important to keep the heart and other muscles strong. Physical fitness has several components such as cardiorespiratory, strength and flexibility. In February the students learned about the importance of increasing the heart rate to have a strong cardiovascular system. In March the focus will be on increasing flexibility and the importance of warming up prior to being active.

It is equally important to have strong muscles that can work forcefully over a period of time and be flexible enough to have a full range of motion at the joint. Injuries are often the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or the muscles may not be flexible enough to allow complete motion to let sudden motion occur. (Fitnessgram)

When you begin to exercise, your cardiovascular and muscular systems are stimulated. Muscles contract and, to meet their increasing demands for oxygen, heart rate, blood flow, cardiac output and breathing rate increase. Blood moves faster through arteries and veins, and is gradually routed to working muscles. Blood temperature rises and oxygen is released more quickly, raising the temperature of the muscles.

A gradual warm-up does the following:

- Leads to efficient calorie burning by increasing core body temperature
- Produces faster, more forceful muscle contractions
- Enables the body to deliver oxygen to the working muscles more quickly
- Prevents injuries by improving the elasticity of muscles
- Allows activity to be comfortable longer because all energy systems are able to adjust to exercise, preventing the buildup of lactic acid ("the burn" you feel in your muscles) in the blood
- Improves joint range of motion

The warm-up should consist of two phases: 1) progressive aerobic activity that utilizes the muscles you will be using

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during activity, and 2) flexibility exercises. Choose a warm-up activity that allows gradual transitioning into activity. A basic guideline is to work at a level that produces a small amount of perspiration, but doesn't leave you feeling fatigued.

After the aerobic warm-up activity flexibility/stretching should be incorporated. Stretching muscles after warming them up with low-intensity aerobic activity will produce a better stretch. The rise in muscle temperature and circulation increases muscle elasticity, making it more pliable. Be sure to choose flexibility exercises that stretch the primary muscles you will be using during your workout.

#### Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov/kids/index.html

#### Do the Activity:

Begin by explaining to students the benefits and importance of warming up and stretching. Have they ever done so before? Most likely they have previously discussed and participated in a warm up and stretching in physical education class. It may be appropriate to ask the physical education instructor to make a guest appearance for this lesson, or to provide any insight or technical assistance.)

Show the students a bowl of uncooked spaghetti noodles. Have the students feel the hard noodles, and how they break if bent. This is similar to muscles that have not warmed up. Then show the students a bowl of cooked spaghetti noodles. Have the students feel how easily they bend and move. These noodles are similar to muscles that have warmed up.

In January and February students learned about their heart rate increasing. A warm-up gradually increases the heart rate. Even simple warm-ups increase the heart rate, and increase blood flow pumping though the body.

Explain to students that taking those extra few minutes to adjust to increased activity will ensure a better performance from your body and, in turn, make it more enjoyable. In addition to warming up it is important to stretch. We should spend at least 5 to 10 minutes warming up prior to stretching. Increased stretching allows increased flexibility, which in turn allows:

Allows greater freedom of movement and improved posture





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- Releases muscle tension and soreness
- Reduces risk of injury

Discuss that some people are naturally more flexible. Flexibility is primarily due to one's genetics, gender, age and level of physical activity. Remind students that it is okay to be more or less flexible than other students. As we grow older, we tend to lose flexibility, usually as a result of inactivity rather than the aging process itself. The less active we are, the less flexible we are likely to be. As with cardiovascular endurance and muscle strength, flexibility will improve with regular training.

Some important safety tips to remember when stretching include:

- Don't bounce a stretch. Holding a stretch is more effective and there is less risk of injury.
- Don't stretch a muscle that is not warmed up.
- Don't strain or push a muscle too far. If a stretch hurts, ease up.
- Don't hold your breath.

Take the students through a mini warm-up. Have them march at their desks, walk around the room or their desks for a few minutes. Then lead them in some child friendly warm-ups and stretches.

- Half-Neck Circles Smoothly and slowly roll head to the left, back to the front, then to the right. Repeat 10 times. (Do not let students roll their necks back on their spines.)
- Shoulder Shrugs With arms at side, alternate lifting shoulders to the ears and then dropping them as low as possible. Do one shoulder at a time and repeat with the other shoulder. Repeat 10 times with each shoulder.
- Arm Circles Stand with feet comfortably apart, arms held up and out stiffly to the sides. Circle arms forward and backwards, making small and large circles. Keep elbows locked as this allows the muscles to work more. Repeat several times.





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 Side Bends - With left hand on waist and right hand overhead, bend to the left. Hold for 5 seconds.
 Repeat with the other side. Repeat five times with each side.

#### Talk It Over:

Ask the students:

What muscles did you warm up and stretch out today? Why is it important to warm-up muscles before stretching or doing a lot of activity?

Why is stretching important for our muscles?
What is important to remember when warming up?
Stretching?

Note: March lessons also include Power Panther, Eat Smart and Play Hard messages. The Power Panther is very flexible and uses his flexibility to help him jump high, run fast and play hard.

#### Apply:

After the students are warmed-up try to do some of the bingo card activities. (Students will be able to check off stretching on their bingo cards).

- Run
- Unwind (stretch)
- Skateboard

Source: American Council on Exercise and FITNESSGRAM/ACTIVITYGRAM



